DOCUMENT RESUME

ED 455 203 SP 040 125

AUTHOR Campoy, Renee W.
TITLE A Professional Development School Partnership: Conflict and Collaboration.
ISBN ISBN-0-89789-705-6
PUB DATE 2000-00-00
NOTE 149p.
AVAILABLE FROM Bergin & Garvey, an imprint of Greenwood Publishing Group, Inc., 88 Post Road West, Westport, CT 06881 ($67). Tel: 800-225-5800 (Toll Free); Web site: http://www.greenwood.com.
PUB TYPE Books (010) -- Information Analyses (070)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS College Faculty; *College School Cooperation; Educational Change; Elementary Education; Elementary School Students; Elementary School Teachers; *Faculty Development; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Attitudes; Teacher Attitudes; Teacher Improvement
IDENTIFIERS Reform Strategies

ABSTRACT

This book describes complex issues involved in an elementary Professional Development School (PDS) partnership. Section one presents contextual information on the nature of the PDS phenomenon. It includes three chapters: (1) "Introduction and PDS as a Reform Initiative"; (2) "Methodology of the Case Study"; and (3) "Context of the PDS." This section describes two partnership institutions and participants comprising the investigation. The section emphasizes foreshadowed problems, which are the primary tool used by researchers to guide investigation and analyze findings. Each of the foreshadowed problems is analyzed according to different aspects of partnership implementation. The second section includes: (4) "Partnership Development"; (5) "University Student Benefits"; (6) "Elementary Student Benefits"; (7) "Teacher Development Issues"; (8) "University Faculty Development Issues"; (9) "Institutionalization of the Partnership"; and (10) "Summaries, Generalizations, and Lessons Learned." The degree of satisfaction experienced by PDS participants varied greatly by group. Elementary students consistently reported the highest degree of satisfaction, and university faculty reported the lowest degree of satisfaction. University students reported many benefits along with some suggestions for improvement. Classroom teachers reported a mixture of advantages and disadvantages of working in a PDS and made many suggestions for change. (SM)

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